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ABSTRACT

The Using Evaluation Data Form (UEDF) represents a psychological lever for getting a program's decision maker to consider major evaluation findings. The form may be used at any point of the evaluation process when sufficient data exist to support a finding deserving of action or reaction by the project staff. By local policy, it is required for inclusion in all end-of-year evaluation reports. Findings are results of evaluation activities conducted throughout the year. The process of the form's use is initiated when the evaluator lists, in draft form, findings the evaluator desires to be considered for possible action by the project manager. Findings are reported descriptively rather than judgmentally. In most instances, the evaluator will discuss these findings with the project manager. Each finding is addressed by the manager, indicating the action taken, or to be taken. Justification for no action or action contrary to the findings, must be explained. The "Action" column represents the project manager's reply to the evaluation findings. An example form is attached for review. The form is effective to the extent that the system requires the program people be committed to a course of action in response to evaluation data. (Author)

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THE USING EVALUATION DATA FORM

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The Using Evaluation Data Form (UEDF) is not much more than a blank piece of paper, taken of itself. However, the form represents a psychological lever for getting a program's decision maker to consider major evaluation findings. The form may be used at any point of the evaluation process when sufficient data exists to support a finding deserving of action or reaction by the project staff. By local policy, it is required for inclusion in all end-of-year evaluation reports. Findings are results of evaluation activities conducted throughout the year.

The process of the form's use is initiated when the evaluator lists, in draft form, findings the evaluator desires to be considered for possible action by the project manager. Findings are reported in descriptive rather than judgmental terms. In most instances, the evaluator will discuss these findings with the project manager. Each finding is addressed by the manager, indicating the action already taken, or to be taken. Justification for no action or action contrary to the findings, must be explained. In brief, the "Action" column represents the project manager's reply to the evaluation findings. An example form is attached for review.

What is so ingenious about this process? Not a lot really. The form is effective to the extent that the system requires the program people to commit themselves to a course of action in response to evaluation data. The evaluator then acts as a change agent. The insurance part of the procedure is that the UEDF is maintained for the duration of the program. Commitment to action becomes an addendum to the original evaluation plan.

Probably the greatest feature of the UEDF is the interaction between project staff and evaluator which results, particularly after both parties become familiar and relaxed with its use. If, when the objectives of the program are being drafted, an objective can be included which references the use of the UEDF in program revision, the program will have a built-in assurance for the use of the process.

The UEDF is part of the executive summary of evaluation final reports. An executive summary is provided for review (APPENDIX A). UEDF pages selected from 50 evaluations carried out this year are attached to illustrate variations on the form's use (APPENDIX B). Other documents on our philosophy of data utilization are available upon request.

Using evaluation data continues to be a priority of our office. At this writing, we are considering several alternative ways of documenting use. Any suggestions or effective ways you have found to document use of information would be appreciated.

APPENDIX A

Summary
Using Evaluation Data Pages

SUMMARY OF EVALUATION ON THE ACCOMPLISHMENT OF OBJECTIVES FOR THE MATH ATTITUDE PROJECT

The purpose of the Math Attitude Project was to provide inservice training and technical assistance to elementary school teachers in order to increase the effectiveness of their mathematics instruction. As the project envolved, the training came to consist of presenting theory and specific activities that addressed four major areas of math instruction. These areas were (1) use of concrete objects to teach math concepts, (2) ways of teaching the problem solving process, (3) ways to improve student attitudes toward math, and (4) ways to provide instruction in math vocabulary. A total of 210 elementary teachers were trained. The number of teachers trained from each district were as follows: Catholic Archdiocese (13), South San Antonio (9), Devine (30), Fort Sam Houston (11), Northeast (7), Judson (75), East Central (6), Carrizo Springs (12), Hondo (12), Medina Valley (26), and Sabinal (9). The inservice workshops were held in the districts, and were scheduled after school or on Saturdays. Each teacher received a total of about 10 hours of training. As a part of the project, each teacher was to develop two activities that will be shared with the other project teachers. This project is in its first year of Title IV-C funding, and the funding for this year was approximately $67,000.

Each objective of the project proposal was evaluated by the ESC-20 Evaluation Services Component. All of the evaluation memorandum and reports written during the year have been grouped by the objective to which they pertain and are attached.

The major findings are as follows:

Objective 1.0: This objective called for development of an inservice program that included objectives, activities, pre/posttests, and instructional resources. Such a program was developed. Final review of the objectives indicated that all of them met the criteria stated on the Objective Checklist.

Objective 2.0: This objective called for 200 teachers to be trained in the components of effective math instruction. At least 70% were to demonstrate mastery on the training posttest. A total of seven individual posttests or exercises were given to the 210 participants trained. The test on which the highest percentage demonstrated mastery was the exercise on Attitudes in Math (96%). The test on which the lowest percentage of teachers demonstrated mastery was the exercise on Reading in Math (73%). The average for the seven tests was 84% demonstrating mastery.

Objective 3.0: This objective called for 50% of the teachers to implement the training provided on math instruction. Focused interviews were conducted with a sample of teachers in the project. Based on the criteria developed for the project, a total of 76% of the sample was found to be implementors.

Objective 4.0: This objective called for 75% of the teachers receiving technical assistance from project staff to consider that assistance to be helpful. From interviews conducted with a sample of teachers, it was found that 63% believed the on-site assistance to be helpful.

The following Using Evaluation Data Form provides more detailed information on the project and, for each finding presents the modifications in the project that have already been made or that are planned for next year.

USING EVALUATION DATA

FINDINGS	ACTION
WORKSHOPS	
A. The participants saw the strengths of the workshops as being the multitude of ideas presented by project staff and the opportunity for teachers to share with one another.	A. The project staff will continue to offer as many differe ideas as possible to the teachers. The amount of group work among teachers will be increased. This will includ meeting in groups to discuss ideas and suggestions for a vities and to work through specific skills presented in workshop.
B. One of the weaknesses of the workshops was that both the primary (grades 1-3) and intermediate (grades 4-6) teachers believed that the workshops should focus more on the needs of their particular grade level. Several suggested separate workshops for primary and intermediate.	B. When the participants are divided into groups, the group will be based more on the primary-intermediate classific tion. Since more group work is planned for next year, t chers will have more of an opportunity to work with othe of their same classification. Also, a file of activitie will be available to the participants. This file will b organized by grade level so that participants will be ab to identify activities that fit the needs of their partic lar grade.
C. According to the participants, the other weaknesses of the workshops related to different elements of time. They were as follows. (1) Too much time was spent on theory. (2) Workshop should not be scheduled after school. (3) Too little time was available to make materials.	C. (1) Much of the needed theory is now being sent to the participants before the workshop. In this way, they can review it beforehand, and less workshop time is taken up covering this material. (2) A number of workshops are being scheduled during the summer. The project staff will also continue to try scheduling workshops on inservice days. However, in compliance with requests from school districts, work shops will not be scheduled during school hours, and thus some after school sessions will probably still necessary.

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FINDINGS	ACTION
	(3) Make-and Take sessions, where teachers have the opp tunity to make classroom materials, will be held ag next year, but, given the limited amount of worksho time (10 hours total) and the amount of material to covered, it appears that little of this time can be allocated to making materials.
TEACHER IMPLEMENTATION	
D. The workshops presented information on four major areas of math instruction (Concrete Activities, Problem Solving, Reading in Math, Student Attitudes to Math). By interviewing the teachers, it was found that many participants used the information on two of the areas, but few used the information on the other two. The specifics are presented below.	D. The project staff is planning a reorganization of the wor shop to address the issues listed in the findings. In general, this reorganization consisits of identifying whi areas of instruction are of highest priority and adjustin the emphasis of the presentation to insure that sufficien time is available to adequately cover these areas. Since the amount of workshop time is limited, lower priority ar will receive less emphasis and time. (It should be noted that this reorganizatior has already been piloted during a workshop held in June).
(1) The teachers were most likely to modify their instruction in the area of using Concrete Activities. They did so by using the specific materials presented in the workshop, such as the grid for multiplication and the place value mat. However, few teachers appeared to have incorporated the Concrete-Pictorial-Abstract continuum into their instruction	(1) The project staff will continue to present a number of specific materials on Concrete Activiites. More workshop time will be dedicated to the Concrete to Abstract continuum. This time will be used by the project staff to present and model more activities that emphasize the continuum. It will also be used to allow group discussion on the continuum activities developed and piloted by participants.

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USING EVALUATION DATA

FINDINGS	ACTION
(2) The majority of teachers modified their instruction in the area of Student Attitudes. They did so primarily by using the information on real life math. Only half as many teachers used the information on using reward to improve student attitudes toward math.	(2) Since teachers appear to be able to quickly incorporat real life into their instruction, this aspect will now be covered by just presenting examples. Less emphasis will be placed on using reward.
(3) The teachers were least likely to make changes in the area of Problem Solving. The major reasons for this were:	
(3a) Fewer specific activities on Problem Solving were presented in the workshop. The teachers appeared to have difficulty in taking the theory and concepts presented and, on their own, translating them into classroom activities	(3a) More workshop time will be dedicated to the area Problem Solving. This time will be used to prese additional specific activities on problem solving Also, time will be spent on the project staff modeling problem solving activities on group discussions of problem solving activities developed and piloted by the teachers.
(3b) Some teachers indicated that they did not apply the information on problem solving because the reading level of their students was too low to make it appropriate to emphasize "word problems."	(3b) The project staff has a goal to show teachers tha problem solving is more than just "word problems." They intend to do so by showing teachers how to create problem solving situations which students can act out or draw, and where no reading is required. In addition to these activities which are supplements to the textbook problems, the teachers will be shown how to simplify the reading required for textbook problems.
(4) Less than half of the teachers were using the information in the area of Reading in Math, which covered instructional strategies for math vocabulary and symbols.	(4) Less emphasis will be placed on Reading in Math, but some of it will still be presented by incorporating part of it into Concrete Activities and part into Problem Solving.

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USING EVALUATION DATA

FINDINGS	ACTION
FOLLOW-UP ASSISTANCE	
E. The two aspects of the follow-up assistance that the teachers most appreciated were as follows.	
(1) They usually liked the consultant making an on-site visit to demonstrate with the students some procedure or activity.	E. (1) The project staff will continue to make teachers aware that they are available to come to the schools to make such demonstrations. To remind teachers of this, a newsletter will be sent out to participants next year.
(2) It appeared that many of the teachers were somewhat isolated in that they received little feedback as to the quality of their instruction. Through both the workshops and the follow-up assistance, the teacher had a knowledgeable person, the consultant, to tell them when they had been doing good things. This reassured the teachers and made them more confident in their math instruction.	(2) The project staff will continue to try to recognize and praise the good work being done by teachers. Since providing feedback is an essential role of consultants, the project evaluator will share this finding with other instructional consultants in the fall. This will be done at a curriculum staff meeting and the purposes will be to insure that all consultants, especially new ones, are aware of this role to identify ways that consultants can be more effective in this role.
F. About one-third of the teachers were not interested in follow-up assistance. When on-site visits were made to these teachers, they saw it as taking up their time to help the consultant find out what was going on in the schools. Thus, for these teachers, the visits were seen as benefit to the consultant but not to the teacher.	F. This year, the teachers were asked to complete a form indicating <u>when</u> they wanted an on-site visit, but not <u>if</u> they wanted an on-site visit. Next year, the form will be changed to ask teachers if they want a visit, when would be the best time, and what assistance they would like the consultant to provide.

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APPENDIX B

Example: Modify Program
Example: Accountability
Curriculum Example: Project Materials
Curriculum Example: Teacher Training
Example: Future Direction

EXAMPLE: MODIFY PROGRAM

USING EVALUATION DATA

FINDINGS	ACTION
PROGRAM OBJECTIVES	
A. The percentage of General Educational Development (GED), Adult Basic Education (ABE) and English as a Second Language (ESL) students completing one or more grades or levels, the percentage of GED students receiving GED certificates, and the percentage of Adult Performance Level (APL) students receiving a high school diploma differed from program objectives.	Based on these data reported in December of 1979, program staff revised 1979-80 program objectives and rewrote 1980-81 objectives.
B. The findings on the accomplishment of 1979-80 program objectives were that some objectives were substantially accomplished, some partially accomplished, and some not accomplished to any appreciable degree. Conversations with program staff established that there was insufficient time and data to set reasonable objectives for 1979-80.	The Coordinating Committee and ESC-20 staff reviewed the needs assessment data and other pertinent information, including their experience running similar programs. Priorities were set and the number of objectives set was reduced from 12 (1979-80) to five (1980-81) -- a more manageable number. Objectives set were measurable and reflected important needs identified.

Program Component	1978-79 Objective	1978-79 Data	Revised Objectives for 1979-80 and 1980-81
Completions			
GED	50%	43%	60%
ABE	35%	41%	40%
ESL	40%	32%	35%
Certificates & Diplomas			
GED (certificate)	50%	20%	20%
APL (diploma)	25%	39%	40%

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USING EVALUATION DATA

FINDINGS	ACTION
C. Based on 64 referrals (October through April) the following table documents where those seeking services learned about the program. Percentage — Source of Referral 42% — Local or State Agency 39% — Social Service or Medical Agencies 2% — Media (radio, T.V., newspapers, brochures) 17% — Other	Few learned about the program from media. To improve this situation, project staff will continue to seek television and newspaper coverage. A new brochure has been printed in English and Spanish for distribution at public awareness meetings.
D. Site visits and interviews conducted at the Lighthouse for the Blind and the ESC-20 Instructional Media Center document a need for program staff to provide more on-site support training. However, at the Holiday Inn, where the work trainer is present during the student's training sessions, the need for additional support training was not indicated.	Given supplemental funding, additional community training sites will be established with on-site work trainers. Trainers monitor job training and progress of students.

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EXAMPLE: ACCOUNTABILITY

USING EVALUATION DATA

FINDINGS	ACTION
IMPACT ON STUDENTS (Vocational Education) We estimate extensive improvement in instructional programming for one-third of the students served. The case reports document a substantial pervasive change in these students' instructional program which will better meet their post-schooling needs. We found quite modest benefits to another one-third of the students and negligible effects in the last third. These findings were based on interviews covering the use of vocational evaluation reports for a representative group of students. The benefit to students is limited by factors external to the Vocational Evaluation Center. These include, but are not limited to, existing personnel and programs at the district level, the attitudes and behaviors of students, and the students' family situation.	The findings suggest the project worked well. However, to increase the percentage of cases with extensive improvement in instructional programming two actions are being taken. The Intake Form will require the name of vocational personnel to whom a copy of appropriate reports can be sent. This will increase the number of advocates for appropriate programming. Also, referrals will only be taken from districts with adequate knowledge of the students' prevocational skills, thus increasing the likelihood of impacting students. Project Staff will be concentrating on district factors they can affect. A three-pronged approach is planned. First, project staff will be attempting to upgrade the skills of district personnel by teaching them prevocational screening (Level I assessments) and certain work sample assessments. Second, project staff will be focusing project activities to some extent on districts having resources to utilize vocational evaluations or having the interest to gain these skills. Third, project staff will be attending more Admission Review Dismissal Committees where they will promote appropriate use of reports.

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EXAMPLE: ACCOUNTABILITY

USING EVALUATION DATA

FINDINGS	ACTION
HOURS OF SERVICE (Special Education) During the 33 working weeks of the period from July through March, Evaluation Services monitored cumulative hours of service, average weekly hours of service, and numbers of infants served. This information was reported on a quarterly basis to the infant-parent trainer. By March, project staff had provided a total of 383.4 hours of service to twenty infants (for an average of 11.6 hrs/wk of service).	The infant-parent trainer continually monitored hours of training provided. As a result, the hours of service provided this year increased to 11.6 hrs/wk from the average of 6.2 hrs/wk provided last year.
HOURS OF TRAINING PROVIDED INDIVIDUAL INFANTS (Special Education) Regularly scheduled service (1.2 to 1.9 hrs/wk) was provided to six infants who were members of the infant-parent trainer's regular client load. The three infants who received less than the criterion of 1.5 hrs/wk of training often missed oppointments because of illness, hospitalization, or family business. The infant-parent trainer observed that the infants who received the highest levels of service were those whose parents seldom broke appointments and were always careful to reschedule missed appointments.	The infant-parent trainer set the criterion for hours of service to be provided next year on the basis of this year's data. She will continue to offer parents opportunities to reschedule missed appointments.

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EXAMPLE: ACCOUNTABILITY

USING EVALUATION DATA

FINDINGS	ACTION
STUDENT GROWTH (Special Education) One of the infants doubled her developmental rate, as measured by the Learning Accomplishment Profile; another made a definite increase in developmental level but not rate; and the four remaining infants were able to maintain their developmental levels. Because there is no comparison sample for this population of infants, it is difficult to determine how these students should perform on the Learning Accomplishment Profile; expectations that were clearly appropriate for visually handicapped infants don't seem to be appropriate for deaf-blind infants.	Because the program will be funded through a different funding source next year, funds for evaluation will not be available. Therefore, the infant-parent trainer will attempt to find an appropriate assessment of progress for these infants. She will investigate instruments that may better reflect small amounts of growth at lower developmental levels; instruments that may be considered are the revised Learning Accomplishment Profile (LAP), the instrument developed by the El Paso Rehabilitation Center, and the instrument developed by the Meeting Street School in Rhode Island. She will supplement formal information on developmental growth with case notes and with ratings of progress documented by the Individualized Educational Plan (IEP) -- especially accomplishment of objectives related to limited, concrete goals (for example, reducing the amount of time an infant spends crying or the amount of time spent in feeding or bringing about a specific increase in range of motion).

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EXAMPLE: ACCOUNTABILITY

USING EVALUATION DATA

FINDINGS	ACTION
PARENT INTERVIEWS (Special Education) Nearly all of the five parents interviewed felt that working with the infant-parent trainer helped them to: (a) understand their child's handicap better; (b) know what they could do to improve their child's skills; (c) feel a greater sense of personal support and encouragement. Parents found that the personal support offered by the infant-parent trainer and her resources of knowledge and experience were most valuable to them. They indicated that the greatest obstacle to follow-through on the infant-parent trainer's recommendations was a lack of time.	Because the benefits cited by parents match the infant-parent trainer's goals, she will continue to concentrate on these goals in working with parents. In order to relieve some of the pressures caused by a lack of time, the infant-parent trainer will try to define more clearly for parents what her expectations are. The infant-parent trainer also used some of the points raised in the interviews to initiate discussions with individual parents on points that appeared to concern them.
PARENT PERCEPTIONS OF INFANT PROGRESS (Special Education) All five parents interviewed indicated that the infant-parent training caused their children to demonstrate "major improvement in several areas" or "major improvement in many areas" ("4" or "5" on a 5-point scale). The major improvements they saw were: improved visual and auditory responsiveness, more independent exploration and play, and greater mobility.	No action is necessary.

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EXAMPLE: ACCOUNTABILITY

USING EVALUATION DATA

FINDINGS	ACTION
"Defensive Driving" was the unit of instruction considered by the bus drivers as having the greatest practical value. The unit on "Exceptional Children" had the least value. All of the other units were rated as practical and useful. The bus drivers were in agreement with all of the attitudinal statments in the questionnaire. This was an indication that the "self-image" portion of the bus driver training was effective. The bus drivers were almost unanimous in their belief that a unit of instruction is needed on "Controlling Students." This appeared to be their greatest need, but some also requested some training in "Convoy Driving." Interviews with several school district transportation directors revealed general satisfaction with the program as administered in Region 20. Most agreed that additional training is required beyond the mandated course. They felt the course could be improved with slight modifications such as: 1. Reduce time spent on "Exceptional Children." 2. Add a unit on "student discipline," or "driver/student relationship."	Changes in the Bus Driver Training Course are the responsibility of the Texas Education Agency. Therefore, a letter summarizing the recommended improvements has been drafted for the Executive Director, Region 20, to send to the Director of School Transportation.

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CURRICULUM EXAMPLE: PROJECT MATERIALS

USING EVALUATION DATA

FINDINGS	ACTION
A. A number of both resource teachers and regular classroom teachers encountered difficulty in locating materials to correspond with the project objectives.	Project staff has expanded resource materials to assist teachers in locating and using appropriate materials. This has included identifying objectives and resources for the kindergarten level, coding newly adopted seventh and eighth grade textbooks, and developing a guide for use in Special Education classes.
B. Some teachers had disagreed with the sequence of objectives, especially in the area of multiplication. They believed that the objectives should be organized more by math concept.	Project staff developed a guide showing teachers the sequence of objectives to follow if they prefer to organize math instruction by concept rather than by level.
C. Management of the necessary paperwork was a problem reported by some teachers.	Project staff has developed a form that covers information needed for an Individual Education Plan, a progress record, and a record card. By having to record only once information required, the paperwork of Special Education teachers can be reduced.

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CURRICULUM EXAMPLE: TEACHER TRAINING

USING EVALUATION DATA

FINDINGS	ACTION
A. The project required a team of teachers from each project school be trained in Infusing Reading. As a result, teachers of English, math, typing, and most other content areas attended workshops. There were two problems with this approach. 1. Many math and vocational educational teachers did not see the relevance of the infusing reading techniques to their content area. 2. Project staff indicated that a number of the participants were familiar with some techniques for infusing reading prior to their attending the workshop. At least two teachers interviewed commented during their interview that they already had learned these techniques in college.	Project staff will not require schools to send a team of teachers, but instead will allow individual teachers expressing an interest in the project to attend. Participating teachers can attend small group workshops tailored to individual needs and interests.
B. During interviews, several teachers stated it was difficult to practice infusing reading in their schools without the direct support of the principal, other teachers in their department, or teachers of other content areas.	Project staff will strongly encourage principals to become involved in the project. Staff will conduct on-campus visits with principals to familiarize them with the project and will keep principals informed of new developments as the project progresses.
C. More than half of teachers interviewed had not requested technical assistance from the project staff and did not anticipate requesting any in the future. Nevertheless, a number of teachers who had received assistance said this had been useful to them.	The project staff will again notify first and second year project teachers that technical assistance is available to them. Workshops for third year (1980-81) teachers will describe better the different types of technical assistance available.

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CURRICULUM EXAMPLE: TEACHER TRAINING

USING EVALUATION DATA

FINDINGS	ACTION
D. Each workshop gave teachers several techniques and strategies for infusing reading. Based on data collected during interviews, it appeared that teachers were using the various techniques as separate units and were not coordinating individual components into one overall plan for infusing reading.	Teachers developed activities and materials for each separate infusing reading practice presented in the workshop. Next year, project staff will develop several related activities that will comprise one unit. This will enable teachers to better understand the relationship between the strategies for infusing reading.
E. Project teachers were to develop a list of reading skills and supporting student activities appropriate for their content area. Frequently, the list of skills was developed, but the planned student activities were not included. Less than one-half of the teachers judged this resource to be relevant and useful.	Skills for a general content area may not be relevant when applied to a specific text lesson or a specific group of children. Project staff believe this to be the reason why so many teachers did not see the lists of skills as being useful. Next year, project staff will provide lists of skills and activities previously developed. These should provide useful examples for future participants.

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EXAMPLE: FUTURE DIRECTION

USING EVALUATION DATA

FINDINGS	ACTION
This project has just completed its third and final year of IV-C funding. Some findings suggest methods and procedures may benefit similar projects in the future. For this reason, a slightly different form of the Using Evaluation Data page is used here.	
A. A needs assessment of the inservice needs of Region 20 principals indicated that the topics of highest interest were ways to improve Student and Teacher Motivation.	Should any region wide conferences for principals be held, strong consideration should be given to having the agenda include the topic of Student and Teacher Motivation.
B. Results from the Workshop Evaluation Forms indicated that the principals considered the region wide sessions held to be "too long".	Every effort should be made to insure that any region-wide conference for principals does not last longer than six hours.
C. For both the region-wide conference and for the small group sessions, the principals indicated that they wanted more specifics presented.	For any topic presented, what the principals appear to want are specific suggestions and ideas that they could use to become more effective. There seems to be minimal interest in theory or philosophy. Future sessions held for principals should usually focus on presenting specific and feasible suggestions on what things principals can do to be more effective.
D. The principals indicated that they wanted more time for questions and answers and for group discussion.	The principals appear to place high importance on being able to share with other principals. Sessions should usually be organized to allow and encourage group discussion. A minimum of 20 minutes might be considered.
E. While the ratings from both the region-wide sessions and the large group sessions were generally good, the ratings for the small group sessions were usually higher.	The small group sessions appear to represent a mechanism to address some of the before-mentioned findings. There is more of an opportunity to address topics of specific interest, to allow group discussion, and to control the length of the session. Therefore, the small group or cluster organization appears to be a more effective method of meeting the needs of principals than the region-wide sessions.

EXAMPLE: FUTURE DIRECTION

USING EVALUATION DATA

FINDINGS	ACTION
Since this project has just completed its third and final year of Title IV-C funding, some of the findings might best be used by identifying methods and issues that may affect future programs. The following are findings that could be generalized to other programs. Possible courses of actions are also discussed.	
1. The projects primary strength as judged by the teachers was that it helped organize instruction. By having the sequence of student math objectives, they felt better prepared in knowing what skills were needed and when to present them. Also, teachers could use the sequence to identify in what areas they needed to acquire additional materials.	1. Well planned projects should include tools to assist teachers organize instruction and integrate information presented in workshop training. Tools might include a scope and sequence, a resource file and a plan of action.
2. A large percentage (36%) of the teachers who were involved with the project last year are no longer in the same schools this year. These teachers have either moved to different schools or are no longer teaching.	2. Two implications of teacher mobility can be listed. The first involves how teachers are selected for projects. Ideally, teachers likely to remain at the school who could serve as a leader and model for other teachers wishing to use the innovation should be selected. However, the actual selection of teachers is usually out of the hands of the project staff and usually done by the principals or supervisor. Project staff should clearly specify, preferably in writing, the desired characteristics of participants. Longevity is an important factor. Second, the high turnover of teachers should be kept in mind when designing materials. Materials designed by ESC-20 should, as much as possible. emphasize things teachers can carry with them or easily acquire. A teacher who moves to another school will have a difficult time continuing to use the project if the new school has not acquired a kit.